GLOBAL EDUCATION DATABASE

USER'S GUIDE

➢ **The User's Guide**

The User's Guide is divided into four main sections: Introduction, Installation, Getting Started and Tutorial. In addition, the Appendices provide country and indicator lists, a short bibliography, and for those unfamiliar with the Windows environment, an appendix that explains some commonly used "Windows Terms".

➢ **System Requirements**

1. IBM compatible personal computer.
2. Operating system - Microsoft Windows 95, 98, NT, 2000, ME or XP
3. 486 DX/33 processor or better (recommended).
4. Minimum of 16 megabytes of spare random-access memory.
5. Hard drive with at least 30 megabytes of free space.

PART I: INTRODUCTION

➢ **Background**

The GED was developed by USAID/EGAT's Education Office to provide the Agency and its development partners with selected statistical data on international education in an easy-to-use format. The GED is an outgrowth of the Statistical Profile of Education in Sub-Saharan Africa (SPESSA) sponsored by the Association for the Development of Education in Africa (ADEA). USAID would like to acknowledge ADEA for its pioneering efforts to compile and disseminate international education data in a user-friendly electronic format.

The GED provides an interactive program for accessing education data compiled by USAID from the UNESCO Institute of Statistics and from the Demographic and Health Surveys (DHS), a USAID program that has conducted full-scale nationally representative household surveys in over 60 developing countries since 1984. The GED is primarily a data extraction utility with some graphics capabilities.

➢ **Accessing the Data**

The GED allows the user to select statistical indicators by country and year, from one of two sources, UNESCO or DHS.

The UNESCO indicators are organized into five groups: Country Information, Primary Education, Secondary Education, Tertiary Education, and Education Finance. The years for which UNESCO data are available are displayed when indicators are selected. The user can then choose for which years and countries to display data.

The DHS indicators are also organized into five groups: Literacy, Primary Completion, Secondary Completion, Primary Attendance, and Secondary Attendance. The years are chosen with the country selections, since the data correspond to country surveys conducted in specific years.

The GED application processes the user's selections and presents them in graphic and spreadsheet formats. During the selection process, right-clicking on an indicator displays its definition. The data and graphs can be printed or copied to the Windows Clipboard. This function allows the user to transfer the data or the graph to a temporary storage space and paste it into another application. The data can also be exported and saved in Microsoft Excel 97 or HTML file formats.

➢ **The Data**

UNESCO Data

The UNESCO section includes data for 224 indicators supplied by the UNESCO Institute of Statistics. Each year, Institute staff collect and analyze education data provided to them by education ministries or offices of UNESCO member countries. These data provide information on the principal features of educational development for over 200 countries throughout the world.

Although UNESCO expends considerable effort to standardize the data provided by education ministries, some of the statistical methods, coverage, practices, and definitions differ from country to country. Moreover, it should be noted that weaknesses in some developing countries' statistical systems limit the availability and reliability of some of the data.

Demographic and Health Survey (DHS) Data

The DHS section includes data for indicators of adult literacy, primary and secondary school

attainment, and primary and secondary school attendance, all by sex and urban-rural residence. These data are supplied by nationally representative household surveys conducted between 1986 and 2001 in 62 countries. Education indicators are calculated from answers given by an adult household informant to the following survey questions that were asked about each member of the household age 6 or older (for most countries): 1) Has (NAME) ever been to school? 2) (If yes answer) What is the highest level of school (NAME) attended? 3) What is the highest grade (NAME) completed at that level? And 4) (If age less than 25 years) Is (NAME) still in school?[1]

In addition, literacy rates are calculated from the answers of female (and in some countries, also male) members of the household ages 15-49 to the question: Can you read and understand a letter or newspaper easily, with difficulty or not at all? People who said they could read easily or with difficulty are considered to be literate. (This question was asked only of those who had only attended primary school or had never attended school; those who had attended secondary school or higher were assumed to be literate. Also, the age range of the men surveyed varies; see database footnotes.)

➢   **Data Updates**

USAID updates the GED web site annually as new data becomes available from UNESCO and from ongoing DHS surveys. The next update of the interactive version will be in 2004 at the USAID Education & Training web site (http://qesdb.cdie.org/ged/index.html).

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[1] In 1999, these DHS questions were revised to focus more clearly on school attendance and expanded to include both this year's and last year's school attendance.

PART II: INSTALLATION

The software may be installed from the CD-ROM or downloaded from the Internet. When you insert the CD in the appropriate drive, the installation program should start automatically. If prompt screens do not appear when you insert the CD, you must install the program "manually." Choose from one of the manual instructions listed below.

CD-ROM:

1. Start Windows
2. Insert **CD-ROM** in the CD-ROM drive.
3. On the Windows Task Bar, click **Start**.
4. Choose **Settings**. Choose **Control Panel**.
5. Double-click **Add/Remove Programs**.
6. Click **Install** and follow the instructions that appear on the screen.

Internet:

1. Start Windows
2. Download the file **ged2003setup.exe** from the Internet using your internet browser. Be sure to note in which <u>directory</u> you save the file.
3. On the Windows Task Bar, click **Start**, and then click **Run**.
4. Type the full directory name where you saved the file along with the file name in the command line box (example: c:\temp\ged2003setup.exe) or use the browse button to locate the file. Then choose **OK**.
5. Follow the installation instructions that appear on the screen.

During Installation, you will be given the option of installing the entire GED (Typical) or only certain regions of the GED (Compact.) If you choose the Compact setup, keep the box called "Application Files" checked and then check only those regions you want to install.

After installation, you can delete the ged2003setup.exe file (<u>not</u> the ged2003.exe) from your C directory as this installation file is no longer needed. It is recommended that you delete the ged2003setup.exe file as it uses about 11 megabytes on your hard drive.

PART III: GETTING STARTED

➢ **Starting the GED program**

In Windows 95, 98, NT, 2000, ME or XP:

1. On the Windows Task Bar, click the **Start** Button.
2. Move the cursor over **Programs** and then over the **GED 2003 folder**.
3. Click once on the **GED 2003** icon.

The *Main* screen will appear. If you have already read "Part I: Introduction" in this User's Guide, click ⎡ **Begin** ⎤ to go to the *Country Selection* screen and wait while the lists of countries and indicators are loaded. Depending on the speed of your computer, this could take up to 2.5 minutes.
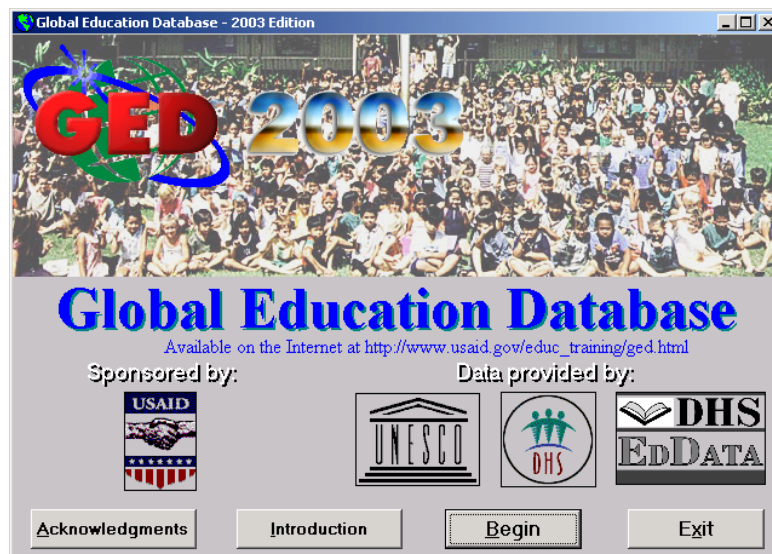
➢ **Selecting UNESCO Countries**

Because the UNESCO and DHS methods of data collection differ, GED 2003 allows the user to work with either UNESCO or DHS country and indicator series separately, but not together. If you have previously selected DHS countries and/or indicators, you must first clear them from the Countries Selected and Indicators Selected boxes before selecting UNESCO countries.

Click ⎡ **Countries** ⎤ at the bottom of the screen. On the left side of the screen you will see a **World Map** and on the right side you will see **UNESCO Countries** and **DHS Countries**. Click on the plus (**+**) next to **UNESCO Countries** to expand that list. Now you can choose countries using either the map or the list.

Select Countries from the Map:

1. Move the mouse over a region on the world map and the name of that region will appear.

2. Double click on the region to bring a more detailed map of that region onto the screen. If the region is further divided into sub-regions, then continue to double-click until you reach the country-level detail.

3. Click once on a country to select it.

Example: To select Nepal, double click on Asia & Pacific and then on South Asia. A single click on Nepal adds that country's name to the *Countries Selected* box.

4. With each additional double-click, a boxed icon will appear in the upper left-hand corner representing the previous map. Click on the appropriate icon to return to the World Map or to the larger region.

5. You can see which countries have been selected in the *Countries Selected* box located below the map. To un-select a country simply click on the country map a second time, or go to *Countries Selected* box, click on the country you want to remove so that it is highlighted and click *Clear*. Or click *Clear All* to remove all selections in the box. When you click on *Clear* or *Clear All*, you will be prompted to answer "Yes" or "No", do you want to clear selections?"
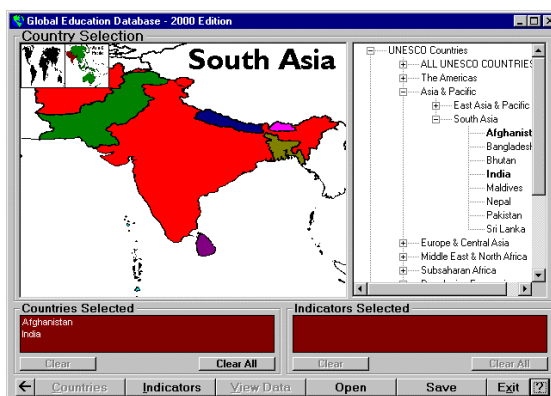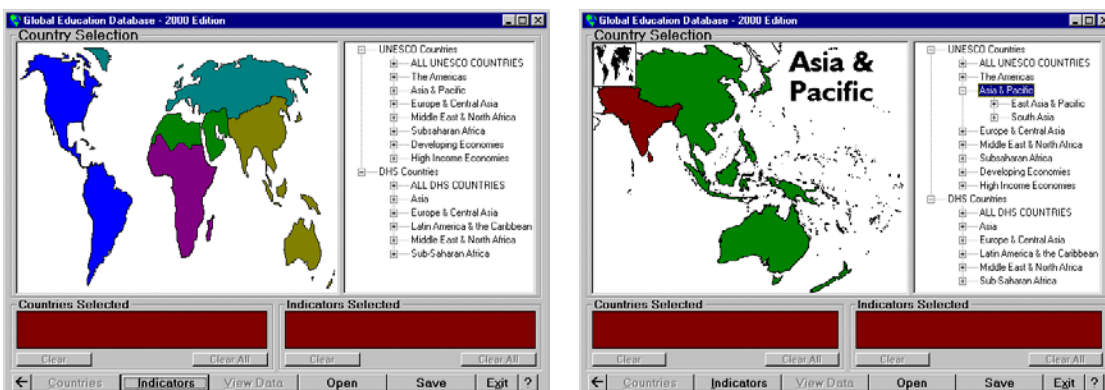
Select Countries from the List:

1. To select countries within a region or economic group click on the plus (**+**) next to the group name, and the list will expand.

    Note: Any time there is a plus (**+**) next to a name, there is an expandable list attached to it. A minus (**-**) indicates that the list is fully expanded.

2. Select individual countries by clicking on the country name.

3. Un-select countries by clicking on the name again or, in the *Countries Selected* box, click on the name and choose *Clear*. Click on *Clear All* to remove all selections in the box.

4. To select all countries in a region, the list must be expanded to the country-level of detail.

    Example: To select all countries in Middle East & North Africa click on the plus (**+**) next to the name so that the names of the sub-regions appear. Click on the plus (**+**) next to Middle East to show the country names under this heading. Click on the name Middle East and all countries under that heading will be selected. Do the same for North Africa.

    Note: It is not possible to select all countries in a region at one time. This type of quick selection can only be done with sub-regions and only after the sub-region is expanded to show the country names.

➢ **Selecting UNESCO Indicators**

(Remember, you must first clear DHS countries and indicators before selecting UNESCO indicators.)

1. To select indicators, click on **Indicators**

2. In the *Indicator Selection* part of the screen, choose from the first five groups of indicators: Country Information, Education Finance, Primary Education, Secondary Education, and Tertiary Education. The sixth group contains DHS Indicators.

3. Click on the plus (**+**) to view the list of indicators for each group. Click the plus (**+**) next to the indicator to view the list of years available for that indicator. Once the years are displayed, click on the indicator name to automatically select all years. Or to select only certain years, click individually on each year listed under that indicator.
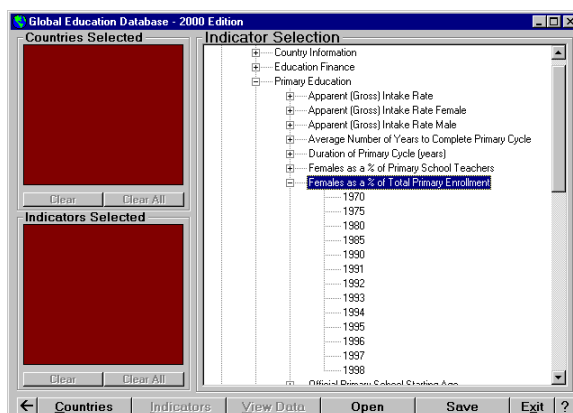

➢ **Selecting DHS Countries**

If you have previously selected UNESCO countries and/or indicators, you must first clear them from the Countries Selected and Indicators Selected boxes before selecting DHS countries.

DHS Countries are sorted into five regional groups and all countries are listed alphabetically under the heading "All DHS Countries."

1. To select countries within a region, click on the plus (**+**) next to the group name and the list will expand to show available countries and their corresponding survey year.

   Note: Any time there is a plus (**+**) next to a name, there is an expandable list attached to it. A minus (**-**) indicates that the list is fully expanded.

2. Select individual countries (along with their survey year) by clicking on the country name.

3. Un-select countries by clicking on the name again or, in the *Countries Selected* box, click on the name and choose *Clear*. Click on *Clear All* to remove all selections in the box.

4. To select all countries in a region, the list must be expanded to the country-level of detail.

   Example: To select all countries in Middle East & North Africa click on the plus (**+**) next to the name so that the names of the countries appear. Click on the name Middle East & North Africa and all countries under that heading will be selected.
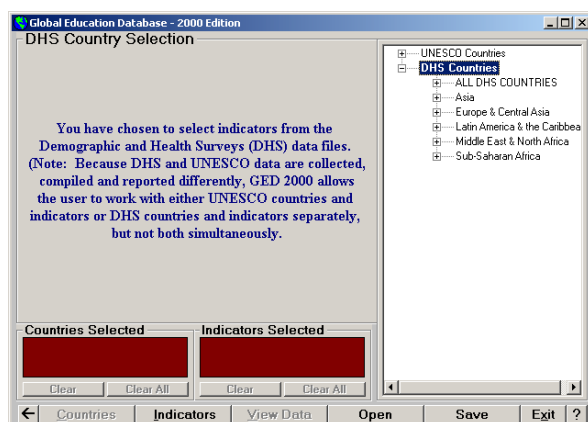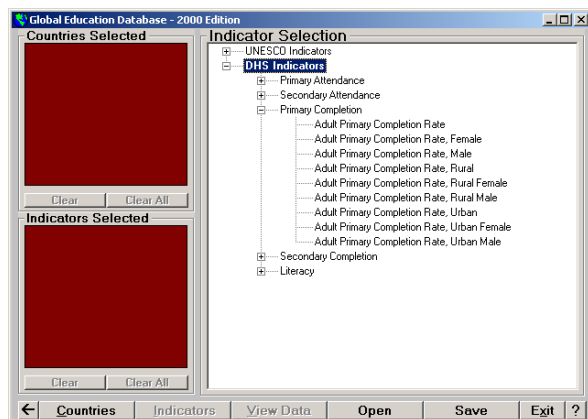
4. Right-click on the indicator name to get a definition of that indicator.

5. To remove a selection, click on the indicator name/year in the *Indicators Selected* box so that the name is highlighted, then click once on *Clear* below the box. Click on *Clear All* to remove all indicators in the selection box. You can also un-do a selection while still in the *Indicator Selection* list. Clicking on an indicator a second time will un-do its selection.

➢ **Selecting DHS Indicators**

(Remember, you must first clear UNESCO countries and indicators before selecting DHS indicators.)

1. To select indicators, click on **Indicators**

2. In the *Indicator Selection* part of the screen, choose from the sixth group, DHS Indicators.

3. Click on the plus (**+**) to view the list of group the DHS indicators are sorted into: Literacy, Primary Completion, Secondary Completion, Primary Attendance, and Secondary Attendance. Click the plus (**+**) next to the group to view a list of the indicators available. Click on the indicator name to automatically select it.

Note: Any time there is a plus (**+**) next to a name, there is an expandable list attached to it. A minus (**-**) indicates that the list is fully expanded.

4. Right-click on the indicator name to get a definition of that indicator.

5. To remove a selection, click on the indicator name in the *Indicators Selected* box so that the name is highlighted, then click once on *Clear* below the box. Click on *Clear All* to remove all indicators in the selection box. You can also un-do a selection while still in the *Indicator Selection* list. Clicking on an indicator a second time will un-do its selection.

➢ **Viewing the Data**

1. To view the data for the countries and indicators you have selected, click on [View Data]

2. When viewing UNESCO data, only the first indicator selected is graphed when you go to the *View Data* screen. To include additional indicators in the graph, click on the name of the indicator in the spreadsheet so that the cell turns blue. To exclude indicators from the graph, click on the name of the indicator in the spreadsheet so that the cell turns white. (If the data are active (graphed) the indicator name will be blue, and if the data are inactive the indicator name will be white.)

3. To change the style and format of the graph, select options from the drop-down boxes at the top right of the screen. For more options, right-click in the graph area. A box called *Graph Control* will be displayed. *Graph Control* contains 17 menu tabs from which selections can be made to edit the graph's features such as the *Legend*, *Axis*, *Titles*, *Fonts*, etc. (See "Part IV: Tutorial" for more details.)

4. To *Print*, *Copy*, and *Export* the data, use the buttons at the top left of the screen. (See "Part IV: Tutorial" for more details.)

5. The *New* button in the upper left corner allows you to clear all data and graphs and return to the selection screen to choose different countries and indicators.
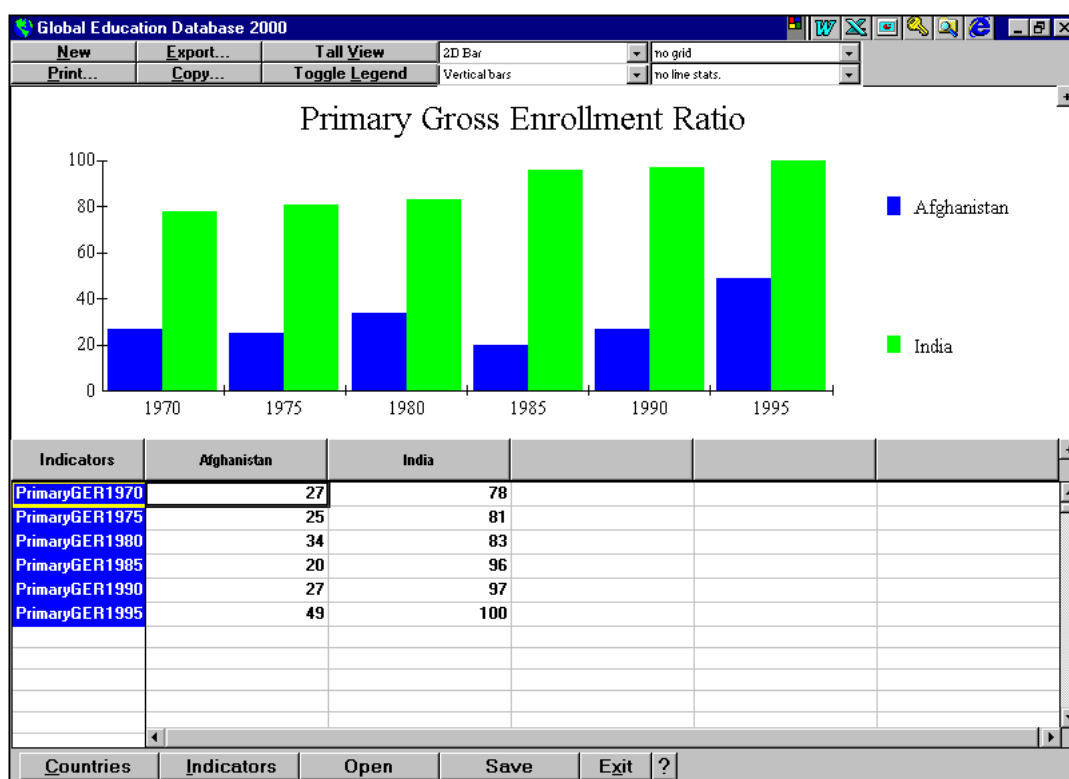
➢ **Saving and Opening Scenarios**

Use these functions in the *Country, Indicator Selection,* and *View Data* screens to select a set of indicators and/or countries, and save that selection or "scenario" for later use.

To Save a Scenario:

1. Select the countries, indicators, or combination you want.

2. Click `Save` at the bottom of the screen, type a file name, click `Open`

3. Enter a description of the file (optional) and click `OK`. Now, exit the GED or clear selections to continue work.

To Open a Scenario:

1. Click `Open` at the bottom of the screen; select the *.ged file, and `Open`

2. If the scenario includes countries <u>or</u> indicators, opening the file returns you to one of those two *Selection* screens. If the scenario includes both countries <u>and</u> indicators, opening the file returns you to the *View Data* screen.

➢ **Copying Data/Graph**

1. To copy the data or the graph to a Windows application such as Excel or Power Point, click the `Copy` button at the top of the *View Data* screen. Copy one at a time to the Clipboard.

2. Start the Windows application you want to work in, open a new or existing file, and choose *Paste* from the Menu or Icon Toolbar.

➢ **Exporting Data**

1. To export the data to a file in Excel or HTML format, click the `Export` button at the top of the *View Data* screen.

2. In the *Export Data to a File* box, choose a directory in which to save the file, type a file name, and choose a type (Excel or HTML.)

➢ **Printing Data/Graph**

1. In *View Data*, click the `Print` button at the top of the screen.

2. Choose between either the data or the graph, select printer, and click on the *Print* button.

➢ **Main Screen or Exit**

1. From the *Country* or *Indicator Selection* screens click on the back arrow ← to return to the *Main* screen, where you can read the *Acknowledgements* and *Introduction*, or *Exit* the GED program.

2. To exit the GED from the *Selection* or *View Data* screens, click on the `Exit` button at the bottom of the screens and then click *Yes* in response to the question "Exit this program?"

➢ **Additional Help**

For additional help, click on the `?` at the bottom of any screen. A box will appear with information on the functions of the screen in which you are currently working.

PART IV: TUTORIAL

This tutorial will take you step-by-step through a sample data request using UNESCO data. It assumes that you have completed the process of starting the GED as outlined in the first part of the "Getting Started" section. For explanations of Windows functions, please refer to Appendix III, "Windows Terms."

In this tutorial you will compare the percent of Public Expenditure on Primary, Secondary, and Tertiary Education in three Central American countries for the most recent year of available data.

➢   Select UNESCO Countries

1. Click `Countries` to view the country list and world map.

2. On the UNESCO country list, click the plus (**+**) next to the **The Americas** region.

3. Next, click the plus (**+**) next to the **Latin America & Caribbean** sub-region and then on the plus (**+**) next to **Central America** so that the country names are displayed.

4. Click on the country names for **Costa Rica**, **El Salvador** and **Honduras**. The names will appear in the *Countries Selected* box below the map. (You can also choose the countries by clicking on the country on the map at the left side of the screen.)

➢   Select UNESCO Indicators

1. Click on `Indicators` located at the bottom of the screen. Click on the plus (**+**) next to UNESCO Indicators to expand the list.

2. Click once on the plus (**+**) next to **Education Finance** in the *Indicator Selection* box to view the list of finance indicators.

3. Click once on the plus (**+**) next to the indicator in the list, **% Public Current Expenditure on Pre-Primary and Primary Education**, so that the years are displayed.

4. Click on the years **1994**, **1995**, and **1996**. They will appear in the *Indicators Selected* box.

5. Repeat steps 3 and 4 for **ISCED76: % Public Current Expenditure on Secondary Education** and **ISCED76: % Public Current Expenditure on Tertiary Education**.

Note: For a definition of each indicator, place the arrow over the name of the indicator on the list and right-click. An *Additional Indicator Information* box will appear. Reading <u>this</u> definition will alert you to the fact that data for the three indicators you have just selected will not total 100% due to the "Unspecified" category. When finished viewing, click *Finished*.
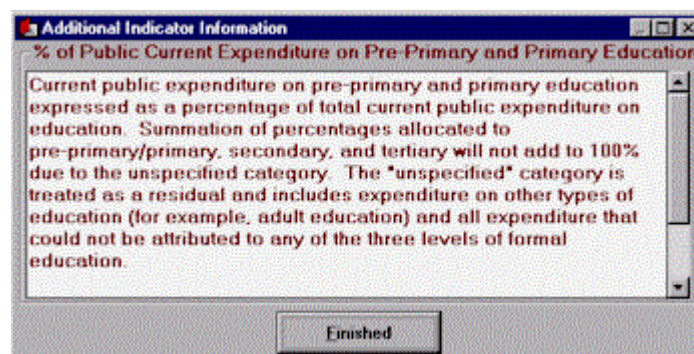
➢ **View the Data**

1. Click [**View Data**] to view the data in both graph and spreadsheet format. The indicator selected first will be the default graph. Therefore, % Public Current Expenditure on Pre-Primary and Primary Education for 1994, 1995 and 1996 will be highlighted in blue on the spreadsheet and are the only data from the spreadsheet that are represented on the graph.

2. However, the comparison you are looking for is not spending on Pre-Primary and Primary Education over the three-year time period, but spending on each of the three levels in the most recent year. Looking at the spreadsheet, you see that 1995 is the only year for which all countries have data. Click on %PubCurrentExpOnPrim1994 and %PubCurrentExpOnPrim1996 so that the cell color changes from blue to white, thus removing these data from the graph. Keep %PubCurrentExpOnPrim1995 highlighted and then click on ISCED76: %PubCurrentExpOnSec1995 and ISCED76: %PubCurrentExpOnTer1995.

3. The bar graph should now have countries grouped along the x-axis. From this view you can see that while the majority of Public Expenditure on Education goes to the PrePrimary/Primary level in all three countries, each country has a different distribution over the three levels. Costa Rica has a more equal distribution of resources as compared to El Salvador, where public spending is more heavily concentrated on Pre-Primary/Primary Education.

   Note: Clicking on the [**Toggle Legend**] button at the top of the screen will change the way the data is grouped along the x-axis. Click once to group x-axis data by indicator instead of by country, click again to return to country grouping.

   Note: There are footnotes attached to many of the data that contain important information about how the data were measured and compiled. In the spreadsheet, right-click on any data cell to view the footnote.

➢ **Manipulate the Graph**

1. You may manipulate the graph by choosing formatting options from the drop-down menus at the top right of the screen.

2. In the menu that says *3D Bar*, click the down arrow to display choices and select *2D Bar*.

3. Click on the menu arrow next to *no grid* and change to *horizontal grid* to add grid lines from the y-axis coordinates.

4. Additional changes to the style of the graph can be made by right-clicking in the graph area. This will display a box called *Graph Control* with 17 different menu tabs.

5. The default graph title is the full name of the indicator(s) selected for the graph. Click on the *Titles* tab in the *Graph Control* box. Hit the *Tab* key to highlight the current text in the *Graph Title* box and type a new title over it, "% Public Expenditure On Education by Level - 1995." In the *Left Title* box, type "% of Total Public Expenditure on Education" and choose the *Up* button to label the y-axis. Click on *Apply Now* to make the title changes.

6. While still in *Graph Control*, click on the *Legend* tab and then on the *Text* button. Type Primary, Secondary, and Tertiary in each of the three boxes, click *Apply* and *OK*. Shortening the legend descriptions will allow more space for the graph itself, which will re-size automatically.

7. You may change the fonts of all or some of the titles and labels on the graph. In *Graph Control*, click on the *Fonts* tab. Click on the round button next to *Graph Title* in the *Apply To* box, then select *Arial* in the *Typeface* box. Repeat for *Other Titles, Labels, and Legend*. Click *Apply Now* to change all words and numbers from Times New Roman to Arial. Click *OK* to exit *Graph Control*.

Note: Whenever you add or remove data from the graph by clicking on the indictor name in the spreadsheet, text changes made to the *Title* and *Legend* will be lost and the default text will re-appear.

Note: Indicators and countries are graphed in the order they were chosen in the *Selection* screen. If you want to change the order, you must return to the *Selection* screens, clear countries/indicators, and re-select them in the order you want them to appear.

➢ **Change Countries and/or Indicators**

1. From the *View Data* screen you can return to the list of countries and/or indicators to add or delete selections.

2. Click on ⬚ **Indicators** to return to the *Selection* screen. In the *Indicators Selected* box, click on all 1994 and 1996 indicators so that they are highlighted in blue, then click on *Clear*.

3. In the *Indicator Selection* list, click on the plus (**+**) next to **% of Public Current Expenditure on Unspecified** and click on **1995.**

4. Click on ⬚ **Countries** and then on **Mexico** to add it to the *Countries Selected* box.

5. Click on ⬚ **View Data** to see the new spreadsheet and graph. Notice that some of the formatting chosen for the previous graph has changed. The spreadsheet and graph have adjusted so that just the first indicator (Primary) is active and in doing so, the *Title* and *Legend* texts have changed.

6. Highlight the other three indicators so that they are represented in the graph. The addition of the "Unspecified" category accounts for all (or near 100%) Public Expenditure on Education.

➢ **Save the Scenario**

1. If you want to leave *View Data* to select other countries and indicators <u>without losing</u> the data set you are working on, you can save it as a "scenario" and open it again later.

2. Click ⬚ **Save** at the bottom of the screen. Type a file name and click ⬚ **Open**. Type a description of the data you are saving (optional.) Click ⬚ **OK**

   Note: When you open the scenario, the graph will not appear exactly as you left it when last working on it. The graph will have adjusted to include only the first indicator and graph text will also change accordingly.

➢ **End Tutorial**

You can *Save* the data from this tutorial (optional) and continue using the GED to obtain data for another set of countries and indicators by clicking on *New* in the top left-hand corner of the *View Data* screen. Answer *Yes* to "Clear all selections…?" To *Print*, *Copy*, or *Export* the tutorial data/graph, see instructions in "Part III: Getting Started." To exit the GED program at this time, click on ⬚ **Exit** at the bottom of the screen.

Appendix I: UNESCO Country List

The Americas

Latin America & the Caribbean			North America
Caribbean	Central America	South America	
Antigua & Barbuda	Belize	Argentina	Canada
Aruba	Costa Rica	Bolivia	United States
Bahamas	El Salvador	Brazil	
Barbados	Guatemala	Chile	
Bermuda	Honduras	Colombia	
Cayman Islands	Mexico	Ecuador	
Cuba	Nicaragua	French Guiana	
Dominica	Panama	Guyana	
Dominican Republic		Paraguay	
Grenada		Peru	
Guadeloupe		Suriname	
Haiti		Uruguay	
Jamaica		Venezuela	
Martinique			
Netherlands Antilles			
Puerto Rico			
St. Lucia			
St. Vincent & Grenadines			
St. Kitts & Nevis			
Trinidad & Tobago			
Virgin Islands (U.S.)			

Asia & Pacific

East Asia	Pacific	South Asia
Brunei	American Samoa	Afghanistan
Cambodia	Australia	Bangladesh
China	Fiji	Bhutan
Hong Kong	French Polynesia	India
Indonesia	Guam	Maldives
Japan	Kiribati	Nepal
Korea, Democratic People's Republic	Marshall Islands	Pakistan
Korea, Republic of	Micronesia (Federated States)	Sri Lanka
Lao People's Democratic Republic	Nauru	
Macao	New Caledonia	
Malaysia	New Zealand	
Mongolia	Niue	
Myanmar	Papua New Guinea	
Philippines	Palau	
Singapore	Samoa	
Thailand	Solomon Islands	
Timor-Leste	Tonga	
Viet Nam	Vanuatu	

Europe & Central Asia

Former Soviet Countries			Eastern Europe	Europe
Baltics	Central Asia	Caucasus		
Estonia	Kazakhstan	Azerbaijan	Albania	Andorra
Latvia	Kyrgyz Republic	Belarus	Bosnia & Herzegovina	Austria
Lithuania	Tajikistan	Georgia	Bulgaria	Belgium
	Turkmenistan	Moldova	Croatia	Cyprus
	Uzbekistan	Russian Federation	Czech Republic	Denmark
		Ukraine	Hungary	Faeroe Islands
			Macedonia, FYR	Finland
			Poland	France
			Romania	Germany
			Slovakia	Gibraltar
			Slovenia	Greece
			Yugoslavia, Federal Republic	Greenland
				Iceland
				Ireland
				Italy
				Liechtenstein
				Luxembourg
				Malta
				Netherlands
				Norway
				Portugal
				San Marino
				Spain
				Sweden
				Switzerland
				Turkey
				United Kingdom

Middle East & North Africa

Middle East		North Africa
Bahrain	Oman	Algeria
Iran	Qatar	Egypt
Iraq	Saudi Arabia	Libya
Israel	Syria	Morocco
Jordan	United Arab Emirates	Tunisia
Kuwait	West Bank & Gaza	
Lebanon	Yemen	

Sub-Saharan Africa

East	West	Central	Southern	Anglophone	Francophone
Burundi	Benin	Central African Rep.	Angola	Botswana	Benin
Comoros	Burkina Faso	Congo	Botswana	Gambia	Burkina Faso
Djibouti	Cameroon	Congo, Dem. Rep.	Lesotho	Ghana	Burundi
Eritrea	Cape Verde	Equatorial Guinea	Malawi	Kenya	Cameroon
Ethiopia	Chad	Gabon	Mozambique	Lesotho	Central African Rep.
Kenya	Cote d'Ivoire	Sao Tome & Principe	Namibia	Liberia	Chad
Madagascar	Gambia		South Africa	Malawi	Comoros
Mauritius	Ghana		Swaziland	Mauritius	Congo
Reunion	Guinea		Zambia	Namibia	Congo, Dem. Rep.
Rwanda	Guinea-Bissau		Zimbabwe	Nigeria	Cote d'Ivoire
Seychelles	Liberia			Sierra Leone	Djibouti
Somalia	Mali			South Africa	Gabon
Sudan	Mauritania			Sudan	Guinea
Tanzania	Niger			Swaziland	Madagascar
Uganda	Nigeria			Tanzania	Mali
	Senegal			Uganda	Mauritania
	Sierra Leone			Zambia	Niger
	Togo			Zimbabwe	Rwanda
					Senegal
					Seychelles
					Togo

Appendix II: UNESCO Indicator List

Country Information

- % Population Under Age 15
- Average Annual Growth of Population (%)
- GNP/Capita ($)
- GNP/Capita: Average Annual Growth Rate (%)
- ISCED76: School-Age Population (Primary + Secondary)
- ISCED76: School-Age Population (Primary + Secondary), Female
- ISCED76: School-Age Population (Primary + Secondary), Male
- ISCED76: School-Age Population as a % of Total Population
- ISCED97: School Age Population (Primary + Secondary)
- ISCED97: School Age Population (Primary + Secondary), Female
- ISCED97: School Age Population (Primary + Secondary), Male
- Infant Mortality Rate (per 1000 live births)
- Life Expectancy at Birth (years)
- Literates as % of Adult Population, Estimated
- Literates as % of Adult Population, Estimated, Female
- Literates as % of Adult Population, Estimated, Male
- Literates as % of Rural Adult Population
- Literates as % of Rural Adult Population, Female
- Literates as % of Rural Adult Population, Male
- Literates as % of Urban Adult Population
- Literates as % of Urban Adult Population, Female
- Literates as % of Urban Adult Population, Male
- Population
- Population Under Age 15
- Population Under Age 15, Female
- School Life Expectancy
- Total Fertility Rate

Education Finance

- % of Current Expenditure on Teachers
- % of Current Expenditure on Teaching Materials
- % of Public Current Expenditure on Pre-Primary and Primary Education
- % of Public Current Expenditure on Unspecified
- Average Annual Growth Rate of Public Expenditure on Education (1990 prices)
- Average Primary Teacher Salary and Benefits as a % of GNP Per Capita
- Average Secondary Teacher Salary and Benefits as a % of GNP Per Capita
- Capital Expenditure on Education as % of Total Education Expenditure
- Current Expenditure on Education as % of Total Education Expenditure
- ISCED76: % of Public Current Expenditure on Secondary Education
- ISCED76: % of Public Current Expenditure on Tertiary Education
- ISCED97: Education Expenditure as % of GDP
- ISCED97: Educational expenditure in Lower Secondary as % of total educational expenditure.
- ISCED97: Educational expenditure in Post Secondary as % of total educational expenditure.
- ISCED97: Educational expenditure in Primary as % of total educational expenditure.
- ISCED97: Educational expenditure in Secondary as % of total educational expenditure.
- ISCED97: Educational expenditure in Tertiary as % of total educational expenditure.
- ISCED97: Educational expenditure in Upper Secondary as % of total educational expenditure.
- ISCED97: Total educational expenditure per pupil as % of GDP per capita. All levels (primary, secondary and tertiary)
- ISCED97: Total educational expenditure per pupil as % of GDP per capita. Primary
- ISCED97: Total educational expenditure per pupil as % of GDP per capita. Secondary
- ISCED97: Total educational expenditure per pupil as % of GDP per capita. Tertiary
- Primary Current Expenditure Per Student as % of GNP Per Capita
- Public Expenditure on Education in Constant 1990 US$ (thousands)
- Total Public Expenditures on Education as a % of GNP
- Total Public Expenditures on Education as a % of Total Government Expenditure

Primary Education

- Apparent (Gross) Intake Rate
- Apparent (Gross) Intake Rate Female
- Apparent (Gross) Intake Rate Male
- Average Number of Years to Complete Primary Cycle
- Duration of Primary Cycle (years)
- Females as a % of Primary School Teachers
- Females as a % of Total Primary Enrollment
- Official Primary School Starting Age
- Primary Enrollment: Average Annual Growth Rate (%)
- Primary Female Repeaters as a % of Total Enrollment
- Primary Gender Parity Index
- Primary Gross Enrollment Ratio
- Primary Gross Enrollment Ratio, Female
- Primary Gross Enrollment Ratio, Male
- Primary Male Repeaters as a % of Total Enrollment
- Primary Net Enrollment Ratio
- Primary Net Enrollment Ratio, Female
- Primary Net Enrollment Ratio, Male
- Primary Repeaters as a % of Total Enrollment
- Primary School Teachers
- Primary School Teachers, Female
- Primary School-Age Population
- Primary School-Age Population, Female
- Primary School-Age Population, Male
- Primary Student/Teacher Ratio
- Proportion of Female Primary Cohort to 2nd Grade
- Proportion of Female Primary Cohort to 5th Grade
- Proportion of Female Primary Cohort to Final Grade
- Proportion of Male Primary Cohort to 2nd Grade
- Proportion of Male Primary Cohort to 5th Grade
- Proportion of Male Primary Cohort to Final Grade
- Proportion of Primary Cohort to 2nd Grade
- Proportion of Primary Cohort to 5th Grade
- Proportion of Primary Cohort to Final Grade
- Total Number of Primary Schools
- Total Primary Enrollment

Secondary Education

- ISCED76: % of Secondary Students in General Education
- ISCED76: % of Secondary Students in Teacher Training
- ISCED76: % of Secondary Students in Vocational/Technical
- ISCED76: Duration of Secondary Cycle (years)
- ISCED76: Females as a % of Secondary General Education Students
- ISCED76: Females as a % of Secondary School Teachers
- ISCED76: Females as a % of Secondary Teacher Training Students
- ISCED76: Females as a % of Secondary Vocational/Technical Students
- ISCED76: Females as a % of Total Secondary Enrollment
- ISCED76: Official Secondary School Starting Age
- ISCED76: Secondary Enrollment: Average Annual Growth Rate (%)
- ISCED76: Secondary Gender Parity Index
- ISCED76: Secondary Gross Enrollment Ratio
- ISCED76: Secondary Gross Enrollment Ratio, Female
- ISCED76: Secondary Gross Enrollment Ratio, Male
- ISCED76: Secondary Net Enrollment Ratio
- ISCED76: Secondary Net Enrollment Ratio, Female
- ISCED76: Secondary Net Enrollment Ratio, Male
- ISCED76: Secondary School Teachers
- ISCED76: Secondary School Teachers, Female
- ISCED76: Secondary School-Age Population
- ISCED76: Secondary School-Age Population, Female
- ISCED76: Secondary School-Age Population, Male
- ISCED76: Total Secondary Enrollment
- ISCED97: Duration Level:2A Lower Secondary
- ISCED97: Duration Level:2B Lower Secondary
- ISCED97: Duration Level:2C Lower Secondary
- ISCED97: Duration Level:3A Upper Secondary
- ISCED97: Duration Level:3B Upper Secondary
- ISCED97: Duration Level:3C Upper Secondary
- ISCED97: Entrance Age Level:2A Lower Secondary
- ISCED97: Entrance Age Level:2B Lower Secondary
- ISCED97: Entrance Age Level:2C Lower Secondary
- ISCED97: Entrance Age Level:3A Upper Secondary
- ISCED97: Entrance Age Level:3B Upper Secondary
- ISCED97: Entrance Age Level:3C Upper Secondary
- ISCED97: Gender Parity Index NER (female/male) Level: Secondary
- ISCED97: Net enrollment ratio Level:Secondary Sex:F
- ISCED97: Net enrollment ratio Level:Secondary Sex:M
- ISCED97: Net enrollment ratio Level:Secondary Sex:MF
- ISCED97: Pupil/teacher ratio Level:Secondary
- ISCED97: School age population Sex :MF Level: Secondary
- ISCED97: School age population Sex:F Level: Secondary
- ISCED97: School age population Sex:M Level: Secondary
- ISCED97: Secondary Gross Enrollment Ratio Sex:F
- ISCED97: Secondary Gross Enrollment Ratio Sex:M
- ISCED97: Secondary Gross Enrollment Ratio Sex:MF
- ISCED97: Teachers: Lower Secondary Sex:MF WorkMode:Full and part-time
- ISCED97: Teachers: Upper Secondary Sex:F WorkMode:Full and part-time
- ISCED97: Teachers: Upper Secondary Sex:MF WorkMode:Full and part-time
- ISCED97: Teachers:Lower Secondary Sex:F WorkMode:Full and part-time
- ISCED97: Total Enrollment: Lower Secondary Sex:F
- ISCED97: Total Enrollment: Lower Secondary Sex:MF
- ISCED97: Total Enrollment: Upper Secondary Sex:F
- ISCED97: Total Enrollment: Upper Secondary Sex:MF
- Transition from Primary to Secondary Education
- Transition from Primary to Secondary Education, Female
- Transition from Primary to Secondary Education, Male

Tertiary Education

- ISCED76: % of Tertiary Students in Agriculture
- ISCED76: % of Tertiary Students in Architecture & Town Planning
- ISCED76: % of Tertiary Students in Commercial & Business Administration
- ISCED76: % of Tertiary Students in Education, Science & Teacher Training
- ISCED76: % of Tertiary Students in Engineering
- ISCED76: % of Tertiary Students in Fine & Applied Arts
- ISCED76: % of Tertiary Students in Home Economics & Domestic Science
- ISCED76: % of Tertiary Students in Humanism, Religion & Theology
- ISCED76: % of Tertiary Students in Law
- ISCED76: % of Tertiary Students in Mass Communication & Documentation
- ISCED76: % of Tertiary Students in Math & Computer Science
- ISCED76: % of Tertiary Students in Medical Science
- ISCED76: % of Tertiary Students in Natural Science
- ISCED76: % of Tertiary Students in Other, Not Specified
- ISCED76: % of Tertiary Students in Service Trades
- ISCED76: % of Tertiary Students in Social and Behavioral Science
- ISCED76: % of Tertiary Students in Trade, Craft & Industrial
- ISCED76: % of Tertiary Students in Transport & Communication
- ISCED76: Females as a % of Tertiary Students in Agriculture
- ISCED76: Females as a % of Tertiary Students in Architecture & Town Planning
- ISCED76: Females as a % of Tertiary Students in Commercial & Business Administration
- ISCED76: Females as a % of Tertiary Students in Education, Science & Teacher Trainin
- ISCED76: Females as a % of Tertiary Students in Engineering
- ISCED76: Females as a % of Tertiary Students in Fine & Applied Arts
- ISCED76: Females as a % of Tertiary Students in Home Economics & Domestic Science
- ISCED76: Females as a % of Tertiary Students in Humanism, Religion & Theology
- ISCED76: Females as a % of Tertiary Students in Law
- ISCED76: Females as a % of Tertiary Students in Mass Communication & Documentation
- ISCED76: Females as a % of Tertiary Students in Math & Computer Science
- ISCED76: Females as a % of Tertiary Students in Medical Science
- ISCED76: Females as a % of Tertiary Students in Natural Science
- ISCED76: Females as a % of Tertiary Students in Other, Not Specified
- ISCED76: Females as a % of Tertiary Students in Service Trades
- ISCED76: Females as a % of Tertiary Students in Social and Behavioral Science
- ISCED76: Females as a % of Tertiary Students in Trade, Craft & Industrial
- ISCED76: Females as a % of Tertiary Students in Transport & Communication
- ISCED76: Females as a % of Total Tertiary Enrollment
- ISCED76: Tertiary Enrollment: Average Annual Growth Rate (%)
- ISCED76: Tertiary Gross Enrollment Ratio
- ISCED76: Tertiary Gross Enrollment Ratio, Female
- ISCED76: Tertiary Gross Enrollment Ratio, Male
- ISCED76: Tertiary Students Per 100,000 Inhabitants
- ISCED76: Total Tertiary Enrollment
- ISCED97: Females as a percentage of students All ISCED Levels
- ISCED97: Gender Parity Index (female/male) Level: Tertiary
- ISCED97: Gross enrollment ratio Level:Tertiary Sex:F
- ISCED97: Gross enrollment ratio Level:Tertiary Sex:M
- ISCED97: Gross enrollment ratio Level:Tertiary Sex:MF
- ISCED97: Percentage of female students by ISCED levels, 5A
- ISCED97: Percentage of female students by ISCED levels, 5B
- ISCED97: Percentage of female students by ISCED levels, 6
- ISCED97: Percentage of students by level of ISCED, 5A
- ISCED97: Percentage of students by level of ISCED, 5B
- ISCED97: Percentage of students by level of ISCED, 6
- ISCED97: Percentage of tertiary students in Agriculture
- ISCED97: Percentage of tertiary students in Education
- ISCED97: Percentage of tertiary students in Engineering, Manufacturing and Construction
- ISCED97: Percentage of tertiary students in General programmes
- ISCED97: Percentage of tertiary students in Health and Welfare
- ISCED97: Percentage of tertiary students in Humanities and Arts
- ISCED97: Percentage of tertiary students in Not Known or Unspecified

- ISCED97: Percentage of tertiary students in Science

- ISCED97: Percentage of tertiary students in Services
- ISCED97: Percentage of tertiary students in Social sciences, Business and LawSocial sciences, Business and Law
- ISCED97: Pupil-teacher ratio: Level:Tertiary
- ISCED97: Teachers: Tertiary 5A First Stage Sex: F
- ISCED97: Teachers: Tertiary 5A First Stage Sex: MF
- ISCED97: Teachers: Tertiary 5B First Stage Sex: F
- ISCED97: Teachers: Tertiary 5B First Stage Sex: MF
- ISCED97: Teachers: Tertiary Second Stage Sex: F
- ISCED97: Teachers: Tertiary Second Stage Sex: MF
- ISCED97: Total Enrollment: Tertiary 5A-First Stage Sex: F
- ISCED97: Total Enrollment: Tertiary 5A-First Stage Sex: F
- ISCED97: Total Enrollment: Tertiary 5A-First Stage Sex: MF
- ISCED97: Total Enrollment: Tertiary 5B-First Stage Sex: MF
- ISCED97: Total Enrollment: Tertiary Second Stage Sex: F
- ISCED97: Total Enrollment: Tertiary Second Stage Sex: MF

Appendix III: DHS Country and Survey Year List

Sub-Saharan Africa

Burundi 1987	Ghana 1998	Namibia 1992	Togo 1998
Benin 1996	Guinea 1999	Niger 1992	Tanzania 1991-92
Benin 2001	Kenya 1993	Niger 1997-98	Tanzania 1996
Burkina Faso 1992-93	Kenya 1998	Niger 1998	Tanzania 1999
Botswana 1988	Liberia 1986	Nigeria 1990	Uganda 1988-89
Central African Republic 1994-95	Madagascar 1992	Nigeria 1999	Uganda 1995
Cote d'Ivoire 1994	Madagascar 1997	Rwanda 1992	Uganda 2000
Cote d'Ivoire 1998	Mali 1987	Rwanda 2000	South Africa 1998
Cameroon 1991	Mali 1995-96	Sudan 1989-90	Zambia 1992
Cameroon 1998	Mali 2001	Senegal 1986	Zambia 1996-97
Comoros 1996	Mozambique 1997	Senegal 1992-93	Zambia 2002
Ethiopia 2000	Mauritania 2000	Senegal 1999	Zimbabwe 1988
Gabon 2000	Malawi 1992	Chad 1996-97	Zimbabwe 1994
Ghana 1993	Malawi 2000	Togo 1988	Zimbabwe 1999

Latin America & the Caribbean

Bolivia 1989	Colombia 1995	Guatemala 1987	Nicaragua 2001
Bolivia 1993-94	Colombia 1999	Guatemala 1995	Peru 1986
Bolivia 1997	Colombia 2000	Guatemala 1999	Peru 1991-92
Brazil 1991	Dominican Republic 1986	Haiti 1994-95	Peru 1996
Brazil 1996	Dominican Republic 1991	Haiti 2000	Peru 2000
Colombia 1986	Dominican Republic 1996	Nicaragua 1997-98	Paraguay 1990
Colombia 1990	Ecuador 1987	Nicaragua 1998	Trinidad and Tobago 1987

Asia

Indonesia 1991	Indonesia 1997	Philippines 1993	Thailand 1987
Indonesia 1994	Cambodia 2000	Philippines 1998	

Middle East & North Africa

Egypt 1988-89	Egypt 2000	Morocco 1992	Yemen 1997
Egypt 1992	Jordan 1990	Tunisia 1988	
Egypt 1995-96	Morocco 1987	Yemen 1991-92	

Europe & Central Asia

Armenia 2000	Kazakhstan 1999	Turkey 1993	Uzbekistan 1996
Kazakhstan 1995	Turkmenistan 2000	Turkey 1999	

Appendix IV: DHS Indicator List

Primary Attendance

Primary Gross Attendance Ratio
Primary Gross Attendance Ratio, Female
Primary Gross Attendance Ratio, Male
Primary Gross Attendance Ratio, Rural
Primary Gross Attendance Ratio, Rural Female
Primary Gross Attendance Ratio, Rural Male
Primary Gross Attendance Ratio, Urban
Primary Gross Attendance Ratio, Urban Female
Primary Gross Attendance Ratio, Urban Male
Primary Net Attendance Ratio
Primary Net Attendance Ratio, Female
Primary Net Attendance Ratio, Male
Primary Net Attendance Ratio, Rural
Primary Net Attendance Ratio, Rural Female
Primary Net Attendance Ratio, Rural Male
Primary Net Attendance Ratio, Urban
Primary Net Attendance Ratio, Urban Female
Primary Net Attendance Ratio, Urban Male
Primary Gender Parity Index

Secondary Attendance

Secondary Gross Attendance Ratio
Secondary Gross Attendance Ratio, Female
Secondary Gross Attendance Ratio, Male
Secondary Gross Attendance Ratio, Rural
Secondary Gross Attendance Ratio, Rural Female
Secondary Gross Attendance Ratio, Rural Male
Secondary Gross Attendance Ratio, Urban
Secondary Gross Attendance Ratio, Urban Female
Secondary Gross Attendance Ratio, Urban Male
Secondary Net Attendance Ratio
Secondary Net Attendance Ratio, Female
Secondary Net Attendance Ratio, Male
Secondary Net Attendance Ratio, Rural
Secondary Net Attendance Ratio, Rural Female
Secondary Net Attendance Ratio, Rural Male
Secondary Net Attendance Ratio, Urban
Secondary Net Attendance Ratio, Urban Female
Secondary Net Attendance Ratio, Urban Male
Secondary Gender Parity Index

Primary Completion

Adult Primary Completion Rate
Adult Primary Completion Rate, Female
Adult Primary Completion Rate, Male
Adult Primary Completion Rate, Rural
Adult Primary Completion Rate, Rural Female
Adult Primary Completion Rate, Rural Male
Adult Primary Completion Rate, Urban
Adult Primary Completion Rate, Urban Female
Adult Primary Completion Rate, Urban Male

Secondary Completion

Adult Secondary Completion Rate
Adult Secondary Completion Rate, Female
Adult Secondary Completion Rate, Male
Adult Secondary Completion Rate, Rural
Adult Secondary Completion Rate, Rural Female
Adult Secondary Completion Rate, Rural Male

Adult Secondary Completion Rate, Urban
Adult Secondary Completion Rate, Urban Female
Adult Secondary Completion Rate, Urban Male

Literacy
Adult Literacy Rate, Female
Adult Literacy Rate, Male
Adult Literacy Rate, Rural Female
Adult Literacy Rate, Rural Male
Adult Literacy Rate, Urban Female
Adult Literacy Rate, Urban Male

Survival Rates
Survival Rate Grade 5
Survival Rate Grade 5, Urban Male
Survival Rate Grade 5, Urban Female
Survival Rate Grade 5, Rural Male
Survival Rate Grade 5, Rural Female
Survival Rate Grade 5, Urban
Survival Rate Grade 5, Rural
Survival Rate Grade 5, Male
Survival Rate Grade 5, Female

Appendix V: Windows Terms

The following are common Windows terms used throughout this User's Guide.

Click *Click* means to press and immediately release the button on the mouse without moving the mouse. If you have a multiple-button mouse, "click" always refers to the left button.

Clipboard Copying to the *Clipboard* or *Windows Clipboard* allows you to transfer the graph or data to another Windows or non-Windows application. Data or graphs are temporarily stored here until they are pasted into another application.

Double-Click *Double-click* means to press and release the button on the mouse twice without moving the mouse. If you have a multiple-button mouse, "double-click" always refers to the left button.

Drop-Down Box A *drop-down box* is a list of options that is accessed by clicking on the corresponding down-arrow. The user can then scroll through the list and make a selection.

Paste *Pasting* involves copying the contents of the Windows Clipboard into another application.

Right-Click If you have a multiple-button mouse, the left mouse button is the one you will use most frequently. The right mouse button is only used when you are instructed to "*right-click*." If you have a single-button mouse, pressing the **Ctrl** key while clicking the button is the same as "*right-clicking*."

Windows Task Bar The task bar appears at the bottom of your screen. It contains the *Start* button, which you can use to quickly start a program or to find a file.

For more information on these and other Windows terms, please refer to your Microsoft Windows User's Manual or click the Help button from the Taskbar Start button.